

Assessing the Readiness of Pre-Service Teachers for the Board Licensure Examination for Professional Teachers (BLEPT) in a Philippine State University

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Abstract—The Board Licensure Examination for Professional Teachers (BLEPT) serves as a critical benchmark for assessing the competence and preparedness of future educators in the Philippines. This study aimed to assess the readiness of fourthyear Bachelor of Technology and Livelihood Education (BTLED) students for the BLEPT in terms of knowledge, study habits, and attitude, as well as the availability of review materials. The study was conducted at Bohol Island State University (BISU) – Bilar Campus during the School Year 2025–2026. A total of 60 respondents participated using total enumeration. Data were collected through a validated questionnaire and analyzed using descriptive statistics (frequency, percentage, weighted mean, and standard deviation) and inferential statistics using Chi-square (χ^2) test of independence. Findings revealed that the availability of review materials in General Education, Professional Education, and Agri-Fishery Arts (AFA) specialization was generally “Less Available,” while Home Economics (HE) specialization was “Moderately Available.” In terms of readiness, respondents were generally “Unready” in both General Education and Professional Education knowledge, indicating gaps in core competencies required for the BLEPT. These results suggest that limited access to review materials may contribute to lower levels of preparedness among students. Furthermore, the Chi-square analysis indicated a significant relationship between the availability of review materials and students’ readiness for the BLEPT. Based on the findings, the study proposed a BLEPT Readiness Enhancement Program aimed at improving access to review materials, strengthening academic support, and enhancing students’ study habits and attitudes. The study highlights the importance of institutional support systems in improving licensure examination performance and ensuring the production of competent and well-prepared teachers. Ultimately, the research contributes to the development of targeted interventions that can enhance teacher education outcomes and promote quality education in the Philippines.

Keywords— BLEPT Readiness, Pre-service Teachers, Review Materials, Study Habits, Teacher Education, BTLED, Philippines.

I. INTRODUCTION

Teacher quality plays a vital role in shaping students' learning experiences and educational outcomes. Across many countries, teacher licensure examinations serve as quality assurance mechanisms to ensure that only competent and well-prepared individuals enter the teaching profession. These examinations assess not only the knowledge and skills of prospective teachers but also the effectiveness of teacher education institutions in preparing future educators. Studies have consistently shown that teacher preparation, institutional

support, and curriculum quality significantly influence teacher effectiveness and student achievement (Darling-Hammond, 2000; Hanushek & Rivkin, 2010). In the Philippines, the Board Licensure Examination for Professional Teachers (BLEPT) has become an important indicator of the quality of teacher education.

The BLEPT is administered by the Professional Regulation Commission (PRC) pursuant to Republic Act No. 7836 and is a requirement for obtaining a professional teaching license. The examination covers General Education, Professional Education, and Area of Specialization and requires examinees to obtain a general average of at least 75 percent, with no rating below 50 percent in any component. Because of its comprehensive nature, students are expected to possess adequate content knowledge, pedagogical competence, and discipline-specific expertise. Previous studies have shown that academic preparation, structured review programs, and institutional support significantly contribute to students' readiness and success in licensure examinations (Abao, 2023; Paz, 2022). These findings suggest that readiness for the BLEPT is a product of quality instruction and sustained academic preparation.

Despite the growing body of literature on BLEPT performance, studies examining students' readiness at the institutional and campus levels, particularly in State Universities and Colleges (SUCs), remain limited. Existing research has focused primarily on examination performance and passing rates, with less attention given to contextual factors such as resource availability, review program implementation, and geographical location. This gap is more evident in specialized programs such as the Bachelor of Technology and Livelihood Education (BTLED), where students are expected to demonstrate both pedagogical competence and technical proficiency.

BTLED students specializing in Agricultural and Fishery Arts (AFA) and Home Economics (HE) face unique academic and professional demands. In addition to mastering educational theories and teaching strategies, they must acquire technical skills relevant to their specializations. However, empirical studies focusing on the readiness of BTLED students for the BLEPT remain scarce, making it difficult to understand their specific preparation needs and challenges.

At the local level, the performance of BTLED graduates from Bohol Island State University (BISU)–Bilar Campus

during the BLEPT cycles from September 2023 to March 2025 reflected both achievements and challenges. Although several graduates successfully passed the examination, a considerable number of examinees failed to obtain the required passing rating, indicating persistent learning gaps and preparation difficulties. Diagnostic examinations and student feedback revealed challenges in mastering General Education and Professional Education concepts and in applying specialized knowledge in Agricultural and Fishery Arts and Home Economics. These findings highlight the need for targeted and evidence-based interventions to improve students' readiness for the licensure examination.

Moreover, previous studies have identified academic performance, curriculum alignment, and institutional support systems as important predictors of success in licensure examinations (Laguador & Dotong, 2014). However, studies exploring these factors in rural and geographically isolated campuses remain limited, resulting in insufficient evidence regarding how institutional conditions and resource availability influence students' readiness in specialized teacher education programs.

Given these circumstances, this study seeks to assess the readiness of fourth-year Bachelor of Technology and Livelihood Education students at BISU–Bilar Campus for the Board Licensure Examination for Professional Teachers. Specifically, it aims to determine students' readiness in terms of knowledge, study habits, attitudes toward the examination, the adequacy of review materials, and selected demographic factors. The findings will serve as the basis for developing a context-specific intervention program to address identified learning gaps and strengthen students' preparation for the BLEPT, thereby contributing to improved licensure performance and the preparation of competent and professionally qualified teachers.

Research Objectives

This study aimed to assess the availability of review materials and the readiness of fourth-year Bachelor of Technology and Livelihood Education (BTLED) students of Bohol Island State University–Bilar Campus for the Board Licensure Examination for Professional Teachers (BLEPT) for the School Year 2025–2026.

1. Determine the respondents' profile, the level of availability of BLEPT review materials, and their level of readiness for the licensure examination.
2. Examine the relationship between the availability of review materials and students' readiness for the BLEPT and, based on the findings, propose an action plan to enhance their examination preparedness.

II. REVIEW OF RELATED LITERATURE

The United Nations Sustainable Development Goal 4 (SDG 4) underscores a global mandate to ensure inclusive, equitable, and quality education while promoting lifelong learning opportunities for all. According to UNESCO (2020), achieving this goal heavily relies on the qualification and professional standard of educators deployed across the globe. Higher education institutions play a decisive role in this

framework by transforming pre-service students into competent practitioners through standardized academic benchmarks (Bright Cities, 2024). Consequently, the rigorous evaluation of teacher readiness through national gatekeeping tools stands as a universal baseline to validate whether the objectives of SDG 4 are being effectively materialized within localized contexts (EduLearn, 2023).

Globally, the professionalization of teachers is regulated by high-stakes licensing assessments designed to protect public welfare and ensure minimum instructional competencies. As observed in international frameworks, pre-service teachers must hurdle standardized metrics like the Praxis Core or edTPA in the United States to prove their pedagogical fitness before entering real classrooms (Wang et al., 2023). These structural assessments act as dynamic quality assurance mechanisms that map directly out to student learning outcomes and systemic institutional accountability (Schmitt, 2022). Scholars consistently argue that passing these examinations is not merely a milestone for individual employment, but a broader verification of an academic program's systemic efficiency (Kane, 2015).

In the Philippine landscape, Republic Act 7836, otherwise known as the Philippine Teachers Professionalization Act of 1994, legally enforces the regulation of the teaching practice. The Professional Regulation Commission (PRC) administers the Board Licensure Examination for Professional Teachers (BLEPT) to maintain national educational standards (PRC Board News, 2022). For technical-vocational tracks such as the Bachelor of Technology and Livelihood Education (BTLED), passing this board exam is crucial as they are expected to train the next generation's workforce in specialized practical domains (Barcelona et al., 2023). Hence, domestic teacher education institutions (TEIs) are constantly pressured to align their instructional quality with the national Table of Specifications (TOS) prescribed by the state (Abao et al., 2023).

Understanding the socioeconomic and demographic profile of board examinees is critical, as these variables frequently intersect with institutional performance and passing rates. Research indicates that personal backgrounds—including gender, specific degree programs, and underlying student statuses—shape the capacity of individuals to navigate high-stakes academic trials (Amanonce & Maramag, 2020). For instance, recent gender-based evaluations reveal that female pre-service teachers often manifest differing levels of testing readiness and coping mechanisms compared to their male counterparts (RSIS International, 2022). Furthermore, variations in student status—whether regular, irregular, or working—create distinct barriers or advantages that alter the overall trajectory of an examinee's academic trajectory (Blanco, 2024).

Board preparation is subject to severe material restrictions imposed by spatial and financial factors, including the student's proximity to the university and the family's joint monthly income. Students living far from academic hubs experience increased physical exhaustion and less time allocated to self-directed reviews due to long commute periods (Rodriguez et al., 2024). Simultaneously, family income acts

as a foundational pillar for academic success, determining whether an examinee can comfortably afford basic review materials or specialized training programs (Prawita et al., 2024). When financial and geographic challenges combine, they heavily dictate the equity of access to high-quality educational environments, often filtering who survives the rigors of the board exams (Albite, 2019).

The availability of specialized review materials serves as a crucial environmental factor that directly affects performance outcomes in the licensure exams. According to the structural breakdowns of the BLEPT, examinees are tested rigorously across distinct segments, making comprehensive reference resources indispensable (PRC, 2021). Academic libraries and departmental resource centers within universities bear the prime responsibility of supplying these materials to bridge student learning gaps (Corpuz, 2021). Unfortunately, many localized public colleges face systemic disparities where certain historical or general texts are abundant, while highly technical modules remain severely limited (RSIS International, 2022).

General Education, representing a core 20% weight of the secondary-level licensure exam, establishes the baseline intellectual competencies required of an educator. This component tests foundational knowledge in areas ranging from English and Filipino communication to science, mathematics, and social sciences (NEW LET TOS, 2022). Studies confirm that a student's mastery over these multidisciplinary general subjects serves as a strong initial predictor of their comprehensive reasoning capabilities during board evaluations (Cadosales et al., 2023). Ensuring the availability of updated General Education reviewers within higher education facilities is therefore vital to reinforce the fundamental literacies of graduating seniors (Irene, 2023).

Professional Education holds a massive 40% weight in the licensure exam structure, covering deep pedagogical concepts, child development theories, and classroom management strategies. The capability of a teacher education institution to produce passers is inextricably linked to how thoroughly it provides material resources within this specific category (Amanonce & Maramag, 2020). Pre-service teachers require unhindered access to modules concerning field studies, teaching internships, and curriculum design to successfully decode complex situational test items (RSIS International, 2022). Deficiencies in professional education books or digital question banks systematically expose examinees to high failure rates in these heavily weighted analytical sections (Antiojo, 2019).

For BTLED students, the Field of Specialization carries another 40% of the total score, demanding an acute concentration of resource materials tailored to technical disciplines. Within Agricultural and Fishery Arts (AFA), students are evaluated on practical competencies that require distinct technical references and specialized instructional manuals (Layese et al., 2024). If an institution fails to provide localized, up-to-date modules tracking modern agricultural technologies, students encounter extreme learning vulnerabilities (Elli & Ricafort, 2020). Consequently, evaluating the raw availability of AFA review materials is

central to determining whether technical-vocational programs are satisfying their targeted curriculum outputs (Bustos et al., 2025).

Similarly, the Field of Specialization for Home Economics (HE) requires highly specified instructional materials addressing culinary arts, structural garments, tourism, and institutional management. Home Economics education focuses on cultivating 21st-century survival and entrepreneurial skills, which must be mirrored accurately in the board exam's theoretical questions (Barcelona et al., 2023). The scarcity of specific HE reviewers in provincial university campuses often forces students to rely on scattered, unverified online snippets that lack alignment with the official TOS (Abao et al., 2023). Academic stakeholders argue that specialized programs must establish dedicated technical repositories to compensate for the distinct lack of commercial HE review books (Caye, 2024).

Transitioning from material availability to subjective preparedness, the cognitive readiness of a student acts as the final mental filter before the actual licensure testing. Readiness is defined as the accumulation of content knowledge and psychological fortitude necessary to surpass national cut-off scores (Ayyub & Siraji, 2025). When students possess high self-efficacy regarding their cognitive mastery, they demonstrate a much lower susceptibility to paralyzing testing anxieties (Mehden et al., 2024). Therefore, analyzing student readiness across the precise domains of General Education, Professional Education, AFA, and HE allows administrators to pinpoint exact instructional weak spots prior to graduation (Migration Letters, 2023).

Beyond pure content knowledge, non-cognitive attributes—specifically study habits—exert a massive influence on whether an examinee will pass or fail high-stakes board reviews. Successful preparation requires regular time-blocking, spaced repetition, and systematic distribution of review loads across diverse subjects rather than erratic cramming (Karlen et al., 2023). Research indicates that while many Filipino students express deep motivations to study, they frequently struggle with managing schedules across multiple specialized areas simultaneously (RSIS International, 2022). Cultivating healthy, disciplined study habits during undergraduate years acts as an internal engine that amplifies the utility of any review materials available to the student (Yang & Du, 2024).

Concurrently, psychological attitudes towards the licensure examination function as a primary socio-emotional mediator of overall success. Pre-service teachers who harbor positive, resilient attitudes are far more likely to maintain prolonged study efforts and recover quickly from mock exam setbacks (Rodriguez et al., 2024). Conversely, fatalistic or highly anxious attitudes toward the board exam degrade cognitive retrieval and diminish testing performance regardless of initial intellectual ability (Klassen et al., 2018). In the Philippine context, these attitudes are frequently anchored in cultural support structures, family expectations, and spiritual coping mechanisms that supply emotional stability during periods of extreme academic pressure (Fowler, 2025).

A critical intersection exists when examining the significant relationship between the structural availability of review materials and the student's perceived level of readiness. Environmental resources and cognitive confidence do not operate in silos; rather, material access acts as an external catalyst that validates and builds internal self-efficacy (Bandura, 1997). When a university guarantees that high-quality, TOS-aligned materials are readily accessible, students exhibit a much stronger, more proactive posture toward their personal review regimens (Tulud et al., 2023). Empirical data suggests that resource scarcity directly depresses student readiness, creating a downstream effect of low institutional passing percentages that compromise the university's academic standing (Villanueva et al., 2025).

Ultimately, identifying these descriptive realities allows educational institutions to construct targeted institutional interventions and strategic action plans. Modern educational policies emphasize that teacher education institutions cannot remain passive observers of fluctuating licensure results, but must instead utilize descriptive research to engineer institutional review systems (Pelayo et al., 2026). Developing structured, campus-specific action plans ensures that vulnerable student segments receive the necessary instructional bridging, financial subventions, and tailored learning repositories (University of Southeastern Philippines, 2022). It is through these empirical assessments and localized action frameworks that state universities like Bohol Island State University can optimize passing rates, enhance teacher quality, and fulfill the broader visions of SDG 4 (EduLearn, 2023).

III. METHODOLOGY

Research Design

This study employed a descriptive-correlational research design to assess the readiness of pre-service teachers for the Board Licensure Examination for Professional Teachers (BLEPT). The descriptive component was used to determine the respondents' demographic characteristics, the perceived availability of review materials, and their level of readiness in terms of knowledge, study habits, and attitudes toward the examination. Meanwhile, the correlational component examined the relationship between the availability of review materials and students' readiness for the licensure examination. This design was deemed appropriate because it not only described the existing conditions but also explored the extent to which the study variables were associated with one another.

Research Environment

The study was conducted at Bohol Island State University (BISU)–Bilar Campus, a public higher education institution located in Bilar, Bohol, Philippines. The campus is recognized for its agriculture- and technology-based academic programs and serves as one of the university's centers for teacher education in vocational and livelihood disciplines. Specifically, the campus offers the Bachelor of Technology and Livelihood Education (BTLED) program, which prepares

future educators specializing in Agricultural and Fishery Arts and Home Economics.

Participants and Sampling Technique

The study employed a total enumeration sampling technique to ensure complete representation of the target population. The participants consisted of all 60 fourth-year Bachelor of Technology and Livelihood Education (BTLED) students enrolled during the School Year 2025–2026. Of this number, 27 students (45.00%) were enrolled in the Agricultural and Fishery Arts (AFA) specialization, while 33 students (55.00%) belonged to the Home Economics (HE) specialization. Since the population size was relatively small, involving all eligible students minimized sampling bias and provided a comprehensive understanding of the students' readiness for the BLEPT.

Research Instrument

Data were collected using a structured questionnaire adapted from the instrument developed by Del Rosario et al. (2024). Four main sections made up the instrument: the demographic profile of the respondents, the accessibility of review materials, their preparedness in terms of content knowledge, and their non-cognitive characteristics, such as their study habits and attitudes toward the licensure examination. Prior to its administration, the instrument underwent content validation by experts in teacher education and educational research to ensure clarity, relevance, and appropriateness of the items. Minor modifications were made to contextualize the instrument to the setting of Bohol Island State University–Bilar Campus without altering its original structure and reliability.

Data Gathering Procedure and Ethical Considerations

Prior to the conduct of the study, formal approval was obtained from the university administration and the BTLED program coordinator. The researchers then conducted an orientation to explain the purpose, significance, and procedures of the study to the participants. Students who voluntarily agreed to participate signed an informed consent form before the distribution of the questionnaires.

Data collection was carried out through both face-to-face administration and secure online forms to accommodate the participants' preferences and availability. Ethical principles were strictly observed throughout the study. Participation was entirely voluntary, and respondents were informed of their right to withdraw from the study at any point without any consequences. To protect the privacy and confidentiality of the participants, no identifying information was disclosed, and all responses were coded and treated with the highest level of confidentiality.

Statistical Treatment of Data

The collected data were encoded and analyzed using appropriate statistical software. Descriptive statistics, including frequency counts, percentages, and weighted means, were employed to describe the respondents' demographic profile, the availability of review materials, and their level of readiness for the BLEPT.

To determine whether a significant relationship existed between the availability of review materials and students' readiness for the licensure examination, Pearson's Product-Moment Correlation Coefficient (r) was utilized. This statistical technique measured the strength and direction of the relationship between the two variables and served as the basis for accepting or rejecting the study's null hypothesis.

IV. RESULTS AND DISCUSSIONS

Table 1 presents the profile of the respondents in terms of gender, degree program, student status, distance from the university, and combined family monthly income. The findings reveal that the majority of the respondents were female (88.33%), enrolled in the BTLED-HE program (55.00%), and non-working students (95.00%). This predominance of female respondents reflects the continuing feminization of the teaching profession, a trend that has been observed globally and in the Philippines. Studies have shown that women consistently outnumber men in teacher education programs due to social expectations, occupational preferences, and the perception of teaching as a nurturing profession (Klassen et al., 2018; Drury et al., 2021).

TABLE 1. Profile of the Respondents N=(60)

Profile Variables	Category	Frequency (f)	Percentage (%)
Gender	Female	53	88.33
	Male	6	10.00
	Prefer not to say	1	1.67
Degree Program	BTLED-AFA	27	45.00
	BTLED-HE	33	55.00
Student Status	Working Student	3	5.00
	Non-working Student	57	95.00
Distance from the University	Less than 5 km	13	21.67
	5–10 km	4	6.67
	11–20 km	15	25.00
	More than 20 km	38	63.33
Combined Family Monthly Income	Above ₱30,000	2	3.33
	₱20,001–₱30,000	4	6.67
	₱10,001–₱20,000	15	25.00
	Below ₱10,000	39	65.00
Total Respondents		60	100.00
Profile Variables	Category	Frequency (f)	Percentage (%)
Gender	Female	53	88.33
	Male	6	10.00
	Prefer not to say	1	1.67
Degree Program	BTLED-AFA	27	45.00
	BTLED-HE	33	55.00
Student Status	Working Student	3	5.00
	Non-working Student	57	95.00
Distance from the University	Less than 5 km	13	21.67
	5–10 km	4	6.67

Likewise, the Organization for Economic Co-operation and Development (OECD, 2023) reported that women comprise the majority of the teaching workforce in most countries. Furthermore, the high proportion of non-working students suggests that most respondents are able to devote

their time primarily to academic responsibilities and licensure examination preparation, which may positively influence their readiness and academic performance (Tinto, 2017).

The findings further indicate that most respondents resided more than 20 kilometers away from the university (63.33%) and came from families with a combined monthly income below ₱10,000 (65.00%). These results suggest that a considerable number of students may experience financial and geographical challenges that could affect their access to educational resources, review materials, and academic support services. Previous studies have emphasized that students from lower socioeconomic backgrounds often face limitations in accessing learning opportunities and educational resources necessary for academic success (Sirin, 2005; Richardson et al., 2012).

TABLE 2. Main Findings of the Study

Variables	Main Findings	Mean (WM)	SD	Interpretation
Availability of Review Materials	General Education	2.50	0.76	Less Available
	Professional Education	2.55	0.81	Less Available
	Field of Specialization (AFA)	2.60	0.89	Less Available
	Field of Specialization (HE)	2.83	1.02	Moderately Available
	Grand Mean	2.62	0.87	Moderately Available
Readiness for BLEPT	Knowledge in General Education	2.53	0.79	Unready
	Knowledge in Professional Education	2.55	0.77	Unready
	Field of Specialization (AFA)	2.63	0.89	Moderately Ready
	Field of Specialization (HE)	2.84	0.99	Moderately Ready
	Study Habits	2.92	1.10	Moderately Ready
	Attitudes toward the Licensure Examination	3.16	1.24	Moderately Ready
	Grand Mean	2.77	0.96	Moderately Ready
Relationship between Availability of Review Materials and BLEPT Readiness	Correlation Coefficient (r)	0.833	–	Strong Positive Correlation
	p-value	0.000	–	Significant
	Decision	Reject H_0	–	Significant Relationship

Similarly, students who travel long distances to school may encounter difficulties related to transportation costs, travel time, and fatigue, which can negatively affect their academic engagement and examination preparedness (Pokhrel & Chhetri, 2021). Consequently, the demographic characteristics of the respondents underscore the importance of providing

adequate institutional support and accessible review resources to ensure equitable preparation for the Board Licensure Examination for Professional Teachers (BLEPT).

The findings of the study revealed that the overall availability of BLEPT review materials among fourth-year BTLED students was only moderately available ($WM = 2.62$, $SD = 0.87$). However, the availability of review materials varied across domains, with General Education, Professional Education, and Agri-Fishery Arts (AFA) being rated as less available, while Home Economics (HE) materials were considered moderately available. This finding suggests that although some review resources are accessible to students, substantial gaps remain in the provision of learning materials necessary for comprehensive licensure examination preparation. The limited availability of review materials may hinder students' opportunities for independent learning, reinforcement of concepts, and mastery of competencies assessed in the BLEPT. Research has consistently shown that access to adequate instructional resources significantly contributes to students' academic preparedness and achievement. Hattie (2009) emphasized that learning resources and instructional support exert a considerable influence on student achievement and examination performance. Likewise, Adarkwah (2021) found that inadequate educational resources negatively affect students' motivation and self-efficacy, particularly in contexts where learners rely heavily on self-directed study and independent review. Similarly, Al-Samarrai et al. (2021) reported that resource limitations in educational institutions contribute to lower learning outcomes and reduced examination preparedness, especially in developing countries where educational inequalities remain prevalent.

The relatively higher availability of review materials in Home Economics compared to other domains may be attributed to the abundance of commercially available textbooks, manuals, and instructional resources related to food, nutrition, entrepreneurship, and family life education. Applied disciplines such as Home Economics often receive greater instructional support because of their direct relevance to everyday life and vocational competencies. Pendergast and Dewhurst (2012) argued that Home Economics education benefits from a rich repository of contextualized and practical learning materials that facilitate knowledge acquisition and skill development. Moreover, UNESCO (2020) emphasized that equitable access to quality learning materials is fundamental in ensuring inclusive and effective education systems capable of producing competent graduates. The observed disparities in the availability of review materials among BTLED specializations suggest the need for institutional interventions to standardize and expand access to BLEPT review resources across all content areas, particularly in General Education, Professional Education, and AFA.

The study further revealed that the overall readiness of fourth-year BTLED students for the BLEPT was moderately ready ($WM = 2.77$, $SD = 0.96$). Nevertheless, students were found to be unready in both General Education and Professional Education knowledge, while demonstrating moderate readiness in their field of specialization, study habits, and attitudes toward the licensure examination. These

findings imply that students possess adequate motivation and favorable study behaviors but lack sufficient mastery of the foundational and pedagogical competencies required in the BLEPT. Since General Education and Professional Education comprise a substantial portion of the licensure examination, deficiencies in these areas may significantly reduce students' chances of successfully passing the board examination.

The low readiness levels in General Education and Professional Education may be explained by the inadequate availability of review materials and insufficient opportunities for content reinforcement. According to Darling-Hammond (2000), teacher preparation programs must provide extensive opportunities for content mastery and pedagogical development to ensure future teachers are adequately prepared for professional practice and certification examinations. Similarly, Klassen et al. (2018) emphasized that pre-service teachers' readiness is influenced by both cognitive preparedness and access to quality learning experiences and instructional support. Schunk and DiBenedetto (2020) further argued that learners' self-regulated learning behaviors and confidence in their competencies are strengthened when they are provided with appropriate instructional resources and opportunities for deliberate practice.

Despite the low readiness in foundational knowledge domains, students exhibited moderate readiness in their fields of specialization, study habits, and attitudes toward the licensure examination. This suggests that BTLED students possess positive learning dispositions and have developed effective coping mechanisms and study routines. In particular, attitudes toward the licensure examination obtained the highest mean among all readiness indicators, indicating that students remain motivated and determined to succeed despite academic challenges. Deci and Ryan's Self-Determination Theory posits that intrinsic motivation and positive attitudes enhance persistence and engagement in challenging academic tasks. Likewise, Zimmerman (2008) emphasized that self-regulated learners who employ effective study strategies and maintain positive attitudes toward learning tend to achieve better academic outcomes. These findings indicate that while students possess the behavioral and motivational readiness necessary for examination success, strengthening their cognitive readiness remains imperative.

Most importantly, the study established a strong and statistically significant positive relationship between the availability of review materials and students' readiness for the BLEPT ($r = 0.833$, $p = 0.000$). This finding indicates that increased access to review materials is associated with higher levels of examination readiness among pre-service teachers. The result supports the assertion that instructional resources play a critical role in enhancing students' knowledge, confidence, and preparedness for high-stakes examinations. Hattie (2009) maintained that learning resources and instructional support significantly influence student achievement and educational outcomes. Similarly, Karlen et al. (2023) found that access to structured learning materials and organized study resources substantially improves students' self-regulated learning and academic performance. Furthermore, studies have shown that the provision of review

materials aligned with examination competencies significantly enhances students' self-efficacy, content mastery, and readiness for licensure examinations.

The strong correlation identified in this study further supports the Resource-Based Theory, which posits that access to valuable educational resources contributes significantly to organizational and individual performance. In the context of teacher education, review materials serve as strategic academic resources that enable students to develop the competencies required for professional certification. The findings likewise align with the Cognitive Theory of Multimedia Learning, which emphasizes that learners perform better when instructional materials facilitate the organization and integration of information into long-term memory. Consequently, the limited availability of review materials in General Education, Professional Education, and AFA may explain the lower readiness levels observed in these domains.

Overall, the findings of the study suggest that improving the availability, accessibility, and quality of BLEPT review materials is essential in enhancing students' examination readiness and increasing their likelihood of passing the licensure examination. The results underscore the need for institutional initiatives such as the development of standardized review manuals, the establishment of campus-based review centers, and the provision of digital learning resources aligned with the BLEPT Table of Specifications. By addressing these resource gaps, teacher education institutions can better support the academic preparation of BTLED students and contribute to the production of competent, highly qualified, and professionally licensed teachers.

V. CONCLUSIONS

The study concludes that fourth-year BTLED students of Bohol Island State University–Bilar Campus may be considered moderately ready for the Board Licensure Examination for Professional Teachers (BLEPT). However, their readiness varies across domains, as students may still be unready in General Education and Professional Education, despite demonstrating moderate readiness in their fields of specialization, study habits, and attitudes toward the examination. These findings suggest that while students possess positive learning behaviors and motivation, gaps in foundational and pedagogical knowledge may still hinder their overall preparedness.

The study further concludes that the availability of review materials may significantly influence BLEPT readiness. The strong positive relationship between review material availability and examination readiness indicates that adequate, accessible, and relevant learning resources may enhance students' preparedness for the licensure examination. Thus, the null hypothesis stating that there is no significant relationship between the availability of review materials and BLEPT readiness is rejected.

Finally, the findings suggest that teacher education institutions may strengthen students' BLEPT preparedness through structured review programs, improved access to review materials, and targeted academic interventions. The proposed BLEPT Readiness Enhancement Program may serve

as a practical framework for institutionalizing support mechanisms that could improve licensure performance and contribute to the development of competent and professionally prepared future teachers.

VI. RECOMMENDATIONS

Based on the findings, it is recommended that the BLEPT Readiness Enhancement Program may be adopted and implemented by the BTLED program of Bohol Island State University–Bilar Campus. The program may include the provision of adequate review materials, regular diagnostic examinations, structured review sessions, and mentoring activities. Furthermore, its implementation may be continuously monitored and evaluated to ensure responsiveness to students' needs and to promote improved performance in the BLEPT.

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